

Evang.-Luth. Schulblatt.

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Ist die Erhaltung der deutschen Sprache Zweck unserer Gemeindeschule?

Obige Frage ist in unsren Tagen für jeden Lehrer und für jede Gemeinde überaus wichtig, da fast allenthalben uns von den Feinden der Schule der Vorwurf gemacht wird, daß wir unsere Schulen zu dem Zweck unterhielten, um die deutsche Sprache und deutsche Sitten zu erhalten.

Diese Frage ist in unsren Zeitschriften und sonst schon oft beleuchtet worden. Im Synodalbericht des Nebraska-Distrikts vom Jahre 1906 heißt es folgendermaßen: „Wir stellen also unsere deutsche Sprache hoch und wollen sie unsren Gemeinden und unsren Kindern so lange wie möglich erhalten. Aber das ist doch nicht der eigentliche Grund, warum wir unsere christlichen Schulen gründen und erhalten. Wenn wir das als Grund gebrauchen wollten für unsere christlichen Schulen, dann würden wir unsren Schulen den Boden entziehen. Dann könnten wir unsren Gemeinden die Errichtung und Erhaltung derselben nicht zur Pflicht machen; denn die Kirche hat nicht die Pflicht, Sprachen zu lehren, sondern das Evangelium zu verkündigen. Dann würde auch diese Pflicht aufhören, sobald der Sprachenwechsel vollzogen würde. Wo eine Gemeinde englisch geworden wäre, brauchte sie dann keine Gemeindeschule mehr. Dagegen aber sagen wir, eine jede Gemeinde sollte eine christliche Schule haben, sie sei deutsch, englisch, oder was sie sei. Der Name ‚christliche Schule‘ besagt schon, welches der Grund ihrer Errichtung und Erhaltung ist. Wir errichten unter uns Schulen um des Wortes Gottes willen, oder wie man auch sagen kann, um der christlichen Erziehung unserer Kinder willen. Deswegen errichten wir unsere Schulen, weil Gott in der Schrift allen Eltern befohlen hat, daß

sie ihre Kinder aufziehen sollen in der Zucht und Vermahnung zum Herrn."

Steht es daher so, daß wir durch Umstände gezwungen werden, das Evangelium in einer andern Sprache unsren Kindern zu bringen, so sollen wir deswegen nicht unsere Schulen fahren lassen, sondern die uns anbefohlenen Kinder in der Sprache unterrichten, in welcher es uns ermöglicht wird, Gottes Wort hinsichtlich der christlichen Erziehung auszuführen.

Als im Jahre 1906 der *Independent* den Lutheranern der Synodal konferenz den Vorwurf machte: "With them it is the pride of the language which keeps up the parochial school, even when they stoutly declare that it is for a purely religious purpose", antwortete „Lehre und Wehre“ in folgender Weise: „Weder ist es wahr, daß die deutschen Lutheraner ihr Gemeindeschulwesen vor allem aus Sprachstolz unterhielten, um dadurch ihre deutsche Muttersprache zu hegen und zu pflegen, noch ist es wahr, daß sie erklärten, sie verfolgten mit ihren Schulen lediglich einen religiösen Zweck. Die Sache verhält sich vielmehr so: Obwohl den deutschen Lutheranern die religiöse Unterweisung und Erziehung der Hauptgrund ist, der sie bewegt, ihre eigenen Schulen ohne irgendwelche Staatshilfe zu gründen und zu erhalten, so ist ihnen allerdings die Pflege ihrer Muttersprache in diesen Schulen ein wichtiger Nebenzweck, den sie durchaus nicht verböhnen. Nichtsdestoweniger würden sie, wenn die Umstände sie dazu zwängen, diesen Nebenzweck einzuschränken oder ganz fallen zu lassen, trotzdem ihre Schulen als rein englische Bildungsanstalten weiterführen, weil sie von Gottes Wort und ihrem Gewissen genötigt werden, für die religiöse Erziehung ihrer Kinder zu sorgen. Solange die lutherische Kirche unsers Landes bleibt, was sie durch Gottes Gnade jetzt noch ist, wird sie die Pflegerin und Hüterin der lutherischen Gemeindeschule bleiben, mag die Unterrichts- und Umgangssprache darin deutsch oder englisch oder beides sein.“

Im Jahre 1900 wies die ganze Synodal konferenz darauf hin, daß unsere Schulen und unsere Erziehung nicht von der Sprache abhängig sei, sondern von Gottes Befehl an seine Kinder. In ihrem Bericht steht folgendes zu lesen: „Zuerst möge hier eine abweisende Bemerkung Platz finden. Es ist verkehrt, wenn man die Notwendigkeit unserer Schulen damit erklären will, daß man auf die Erhaltung der deutschen Sprache, als sei das ihr Hauptwerk, hinweist. Das ist es nicht. Wir müssen uns einerseits an den Gedanken gewöhnen, daß unsere Jugend nach und nach englisch wird, und daß wir diesen

Wandlungsprozeß nicht werden verhindern können. Andererseits müssen wir festhalten, daß auch da, wo das Interesse der deutschen Sprache überhaupt nicht ins Spiel kommt, nichtsdestoweniger die christliche Gemeindeschule notwendig ist. Wir haben ja in unsern Kreisen englische Mission angefangen, und unter der Arbeit unserer englischen Brüder wachsen immer mehr treulutherische Gemeinden englischer Zunge heran. Diese haben aber ebenso wie wir selbst die heilige Pflicht, Gemeindeschulen zu errichten, sobald dies irgend angeht; auch ihre Pastoren müssen, bis andere Hilfe geschafft werden kann, zunächst sich selbst dieser mühevollen Arbeit unterziehen.

„Also nicht deswegen reden und kämpfen wir für unsere Gemeindeschulen, weil es sich dabei um die deutsche Sprache handelt. Das möchten wir freilich wiederum nicht so verstanden haben, als hätten wir unsere Muttersprache nicht lieb, als fragten wir nichts danach, daß sie auch unsern Nachkommen erhalten bliebe, oder gar, als erkennen wir nicht die hohe Bedeutung der deutschen Sprache für unsere Kirche, als bedächten wir nicht, daß sie es ist, in welcher Luther und viele andere Lehrer unserer Kirche so herrliche Schätze himmlischer Weisheit uns hinterlassen haben. Nein, wir weisen damit den Gedanken ab, daß unsere deutschen Gemeindeschulen in erster Linie deutsche Schulen seien. Wir wollen unsere Leute gewöhnen, daß sie nicht sagen: Ich schicke mein Kind in die deutsche Schule, nicht in die englische, sondern, daß sie so reden: Ich schicke mein Kind nicht in die Staatschule, sondern in die christliche Gemeindeschule (Christian day-school). Nicht der Sprache, die unser Luther geredet hat, sondern dem Worte Gottes, das er verkündigte, soll die Gemeindeschule dienen; nicht die Sprache, die in den meisten unserer Gemeinden gesprochen wird, sondern die Gemeinde selbst soll die Gemeindeschule erhalten helfen.“

Der eigentliche Zweck unserer Gemeindeschule ist also kein anderer als die Erziehung unserer Kinder für den Himmel. Unsere Kinder sollen in unseren Schulen lernen, wie sie recht glauben, gottselig leben und selig sterben können. In welcher Sprache sie unterrichtet werden, ist einerlei, solange sie die Sprache verstehen, in welcher ihnen das Wort Gottes nahegebracht wird. Als Christus seine Apostel aussandte, rüstete er sie durch den Heiligen Geist mit der göttlichen Gabe aus, in allen Sprachen das Evangelium oder die großen Taten Gottes zu verkündigen. Er hat sein Evangelium nicht an eine besondere Sprache gebunden.

W. C. K.

Kräftige Worte für die lutherische Gemeindeschule.

Die lutherische Gemeindeschule ist allezeit denjenigen Leuten ärgerlich gewesen, die mit Besorgnis das Fortbestehen des Christentums und des Luthertums im besonderen betrachten. Von dem „liberalen“ Logenelement ist sie mit List und Gewalt angegriffen worden. Bald hat man ihr vorgeworfen, sie sei unamerikanisch, bald hat man am Gebrauch der deutschen Sprache in ihr Anstoß genommen. Man hat sie geradezu „ein deutsches Unternehmen“ (a German propaganda enterprise) genannt. Man hat fälschlich behauptet, sie stehe in ihren Leistungen hinter den Staatschulen ganz bedeutend zurück, und die Bemerkung kann man ja immer wieder hören, daß man in englisch-lutherischen Kreisen kein Verständnis für die lutherische Gemeindeschule habe, und daß sie mit dem unvermeidlichen Aussterben der deutschen Sprache in Amerika auch eingehen werde.

Mit dem letzten Punkte möchten wir beginnen: Die Gemeindeschule soll bei englisch-redenden Lutheranern kein Verständnis finden. Wie steht's damit? Vor dem Schreiber liegen englisch-lutherische Zeugnisse für unsere Gemeindeschule in gleicher Anzahl wie die deutschen. Er greift hier einige heraus. So schreibt der *Lutheran Church Visitor*, ein durchaus englisch-lutherisches Blatt, unter englischredenden Lutheranern verbreitet: „Es mag nutzlos sein, aber wir wollen es doch noch einmal aussprechen, daß die Gemeindeschule der beste Platz ist für die Erziehung unserer Kinder. Ein Teil unserer Christen erkennt leider nicht die Wichtigkeit einer christlichen Erziehung in Verbindung mit dem, was wir gewöhnlich ‚weltliche Bildung‘ nennen. Wir glauben, daß die gegenwärtigen Zeiten eine Rückkehr zu dem System fordern, welches die geoffenbare Wahrheit in die rechte Verbindung bringt mit aller andern Erkenntnis beim Unterrichten und bei der Bildung des Verstandes unserer Jugend. Uns ist es eine große Freude, daran zu denken, daß es in der lutherischen Kirche Amerikas noch 6526 solcher Gemeindeschulen mit 267,642 Schülern gibt. Wir möchten denen, die diese Schulen erhalten, ein Wort der Ermunterung rufen und sie bitten, ja daran festzuhalten, bis die öffentliche Meinung sich wieder zu ihren Gunsten wendet. Wir glauben, daß es heute Tausende von ernsten Christen in diesem Lande gibt, die von Herzen wünschen, daß ihre Kinder in eine lutherische Gemeindeschule gehen könnten.“ Das klingt nicht, als ob die englisch-redenden Lutheraner Amerikas kein Verständnis für die Gemeindeschule haben.

Ein ebenso treffendes Urteil gibt der *Lutheran*, das Blatt des Generalkonzils. Es heißt dort: „Diejenigen lutherischen Kirchengemeinschaften, die am entschiedensten an der Gemeindeschule festgehalten haben, hatten auch das schnellste und gleichmäßigste Wachstum zu verzeichnen. Die lutherische Synodalkonferenz hat mit ihrer Zunahme um 115 Prozent in den letzten zwanzig Jahren selbst die römische Kirche übertroffen. Die darin enthaltene Lehre liegt auf der Hand.“ Dies sind nur zwei englisch-lutherische Zeugnisse für die Gemeindeschule, die leicht vielfach vermehrt werden könnten. Man höre also auf zu sagen: Die Gemeindeschule kann sich nur bei Deutschen halten, andere haben kein Verständnis für sie. Dies ist offenbar unwahr.

Und wie steht's mit dem Vorwurf: In den lutherischen Gemeindeschulen „wird nichts geleistet“, die Kinder bleiben zurück usw.? Wir bestreiten durchaus nicht, daß in manchen lutherischen Gemeindeschulen nicht geleistet wird, was geleistet werden soll und geleistet werden kann. Ist das aber nicht auch der Fall mit vielen öffentlichen Schulen? Wieviel hängt doch vom regelmäßigen Schulbesuch der Kinder, von der Fähigkeit des Lehrers, von der Einrichtung des Lehrplanes und dergleichen ab! Daß aber die lutherischen Gemeindeschulen als solche im allgemeinen nicht dasselbe leisten sollen wie die öffentlichen Schulen, ist eine durchaus unwahre Behauptung, die man ichslagend mit der Tatsache widerlegen kann, daß im Jahre 1904 auf der Weltausstellung zu St. Louis, Mo., die Ausstellung der lutherischen Gemeindeschulen mit der goldenen Preismedaille (Gold Medal) als Preis ausgezeichnet wurde. Man bedenke, daß die Preisrichter hierbei anerkannte Schulumänner von Weltruf waren. Außerdem bestätigen viele Anerkennungen von Leitern öffentlicher Schulen, daß die Schüler ihrer Anstalten, die aus lutherischen Gemeindeschulen zu ihnen kommen, ihre eigenen Schüler oft in mehrfacher Hinsicht bei weitem übertreffen, gar nicht zu reden von besserem Vertragen, Ehrfurcht vor dem Lehrer und rechter Disziplin. Also auch dieser Vorwurf gegen unsere Gemeindeschule sollte von denkenden Personen nicht vorgebracht werden, er ist ganz unbegründet.

Was nun endlich die Behauptung anbetrifft, die Gemeindeschulen unserer Kirche seien „deutsch“ oder „deutsche Unternehmungen“, so sollte man die eigentlich von vornherein als lächerlich zurückweisen. In diesen „geschwunden“ Zeiten aber mag es nützlich und von allgemeinem Interesse sein, zu erfahren, daß Städte-Engländer, die kein Wort Deutsch können, die gar nicht Lutheraner sind, auch sonst für deutsches Wesen nur Worte der Verachtung haben, sich anerkennend über die lutherische Gemeindeschule aussprechen und sie als vorbild-

liches Unternehmen preisen. Der *Christian Herald*, ein vielgelesenes Blatt, das allen Protestanten gerecht werden will, aber unverkennbar methodistisches Gepräge trägt, gibt in seinem *Almanac* eine Übersicht über die ganze Christenheit. Bei der Besprechung der lutherischen Kirche Amerikas wird besonders bei dem merkwürdig schnellen und beständigen Wachstum der Synodalkonferenz verweilt, wobei es eigentlich heißt: „Synodalkonferenz. Der konservativste und strikteste Typ des Luthertums in der Welt wird durch diese Körperschaft dargestellt.“ Nachdem dann Einzelheiten über Wachstum usw. gegeben sind, wird als Grund hervorgehoben: „In der Synodalkonferenz befinden sich 2707 Gemeindeschulen mit 146,767 Schülern.“

In San Francisco tagte vor etlichen Jahren die National Educational Association. Diese Gesellschaft setzt sich zusammen aus Schulleitern aller Staaten unsers Landes. Die Frage, über die man verhandelte, war diese: „Wie können wir die Kinder in den öffentlichen Schulen durch Moralunterricht besser erziehen?“ Mancherlei Vorschläge wurden gemacht, wie solches zu erreichen sei. Daß aber alle ungenügend und unbefriedigend seien, hat der großen Versammlung der bekannte Dr. Stanley Hall klar ins Gesicht gesagt: „Ihr Leute tut mir eigentlich recht leid. Ihr geht nun heim zu euren Schulen mit rosigem Hoffnungen. Ihr glaubt, eure Arbeit werde viel Segen bringen. Ihr glaubt, von eurer Arbeit hänge das Wohl des Landes ab. Aber ich wiederhole, ihr tut mir leid. Denn ihr könnt in den öffentlichen Schulen gar nicht erziehen, weil Gottes Wort fehlt! Eure Arbeit besteht lediglich darin, den Verstand der euch anvertrauten Jugend zu bilden. Die einzigen Leute in unserem Lande, die es verstehen, die Kinder zu erziehen, sind die Lutheraner und die Katholiken in ihren Gemeindeschulen!“ Der Mann der so sprach, ist kein Lutherischer Pastor oder Schullehrer, sondern Professor an der Clark University. Er hat es sich zur Lebensaufgabe gemacht, das Kind zu studieren, und er hat es studiert und weiß, was zur Erziehung des Kindes nötig ist. Er ist durchaus Engländer und hat mit deutschem Wesen und deutschen „Kulturgedanken“ nicht das mindeste zu tun. Er ist weit bekannt unter dem Namen „The Child's Friend.“ Ein Urteil aus solchem Munde sollte doch uns alle aufmerksam machen.

Möchten doch alle christlichen Eltern und Gemeinden, alle lutherischen Pastoren und Lehrer es immer mehr erkennen, welch heilige Pflicht sie haben in der Aufgabe der christlichen Kinderzucht, und daß das beste Mittel dazu ist die lutherische Gemeindeschule!

(S. Lindemann in „Luth. Röhzig.“)

Interrogative Pronouns.

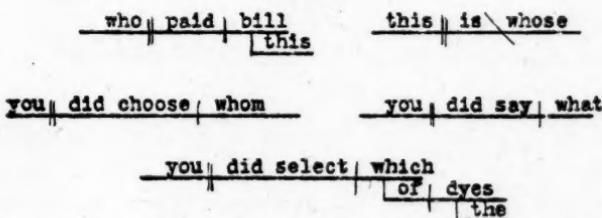
Interrogative pronouns are those used in asking questions. They are the following: Who, whose, whom, which, what.

EXAMPLES.

1. *Who* paid this bill?
2. This is my hat. *Whose* is this?
3. *Whom* did you choose?
4. Which of the dyes did you select?
5. *What* did you say?

Note in the following diagrams of these sentences that *who*, *whose*, *whom*, *which*, and *what* are used either as the subject, as the object, or as the complement.

DIAGRAMS.

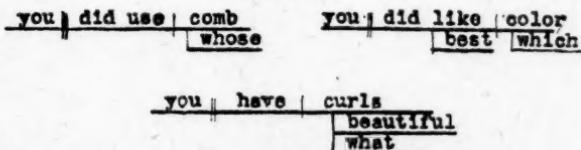


Of these five interrogative pronouns, *whose*, *which*, and *what* are often added to nouns; as:

1. *Whose* comb did you use?
2. Which color do you like best?
3. What beautiful curls you have!

When added to nouns in this way, these pronouns are used as adjectives.

DIAGRAMS.



Note that in the diagrams of the above sentences *whose*, *which*, and *what* are used as adjectives, and are added to nouns.

Interrogative pronouns are usually used in the third person. *Who* and *which* may be declined; thus:

	<i>Singular and Plural.</i>	<i>Singular and Plural.</i>
<i>Nom.</i>	who	which
<i>Poss.</i>	whose	whose
<i>Obj.</i>	whom	which

Great care must be exercised in the use of *who* and *whom*. Who is always used in the nominative case: *whom* must always be used when it is the object of a verb or a preposition; thus:

1. *Who* is smiling so pleasantly? (Nom. case.)
2. *Whom* did you tell? (Obj. case.)
3. To *whom* did you speak? (Obj. case.)

When using *which* or *what*, care must be taken to use *which* when we wish to select one thing from a number; thus:

- Which volume have you read?
 Which boy told the truth?
 Which book is yours?
 Which is it?

What should never be used to indicate selection.

EXERCISE.

1. Use the five interrogative pronouns in sentences.
2. Diagram two of the sentences you have written.
3. Write five sentences, using the pronoun *whom* correctly.
4. Write five sentences, using *which* correctly when indicating a selection from a number of things.

M.

The Constitution of the United States and Our Schools.

It is a deplorable fact that the graduates of many of our grammar schools know very little about the Constitution of the United States, and that until very recently it has not even been read in the public schools of some of our largest cities.

The Constitution of our country is the supreme law of our land, the basis and foundation of all government within our boundaries. For these reasons every American citizen, as well as every graduate of our American schools, public and private, ought to be acquainted with the principal parts of the Constitution. It ought to be read and brought within the mental grasp of the upper grades of every school.

We are well aware of the fact that some parts of the Constitution are beyond the comprehension of the pupils in the grades; but

that is no reason why they should not be acquainted with those parts which they are able to understand, if properly explained by the teacher.

The following is an outline of the parts of the Constitution that are not too difficult to be fully understood by the pupils of the two upper grades, provided they are properly explained. The pupils should not only have them in hand, but they should be required to memorize them. Repeat them from time to time.

What form of government have we? A republican form of government.

What do you understand by a republican form of government? A government *of* the people, *for* the people, and *by* the people.

What is the supreme law of our land? The Constitution of the United States.

When and by whom was the Constitution adopted? By the 13 original States, between 1787 and 1791.

Name the 13 original States. New Hampshire, Rhode Island, Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia.

Who is the highest official of our land? The President of the United States.

How is the President of the United States elected? Not directly by the people, but by an electoral college, elected by the people.

To how many electors is each State entitled? To as many as it has senators and representatives in Congress.

When does the national election take place? On the first Tuesday after the first Monday in November, every four years.

Which is the earliest possible date on which an election may take place? On the 2d of November.

Who is elected together with the President? A Vice-President.

How long is their term of office? Four years.

Why do we elect a Vice-President? In order to have a man to take the President's place in case of disability, death, or removal from office.

What salary do these two highest officials of the land receive? The President receives \$75,000 and the Vice-President \$12,000.

Into how many branches is our Government divided? Into three — the executive, legislative, and judicial branches.

What is the duty of each branch? The executive branch enforces the laws; the legislative makes the laws; the judicial examines the laws.

Who constitutes, or forms, the executive branch? The President and his cabinet.

What do you understand by the President's cabinet? The heads of the different departments of the executive branch.

Name the President's cabinet. The Secretary of State, the Secretary of the Treasury, the Secretary of War, the Secretary of the Navy, the Secretary of the Interior, the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, the Attorney-General, and the Postmaster-General.

How are the members of the cabinet elected? They are not elected, but appointed by the President, and confirmed by the Senate.

What salary do they receive? \$12,000.

What are the duties of the members of the cabinet? They are at the head of their respective department; they report to, and confer with, the President, and hold meetings with him as often as necessary. They act as an advisory board of the President.

When are the President and the Vice-President inaugurated? On the 4th of March following the election.

Who takes the oath of office first? The Vice-President, in the Senate-chamber.

Who swears in both the President and the Vice-President? The Chief Justice of the United States Supreme Court.

Where does the President take his oath of office? On the veranda of the main entrance of the Capitol.

How does the President take his oath of office? He places his left hand on an open Bible, raises his right hand, and speaks the following words: "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability preserve, protect, and defend the Constitution of the United States."

Where does the President live? In the White House at Washington.

What are the qualifications of a President of the United States? He must be thirty-five years old, must be a born citizen of the United States, and must have lived in this country fourteen years prior to his election.

What are the qualifications of the Vice-President? The same.

Who constitutes, or forms, the legislative branch of our Gov-

ernment? The Senate and the House of Representatives, called Congress.

How many Senators has each State? Two.

How long is their term of office? Six years.

How are they elected? Directly by the people of each State.

What salary does a Senator receive? \$7,500 and mileage.

What are the qualifications of a United States Senator? He must be thirty years old, nine years a citizen of the United States, and live in the State he represents.

Who is the chairman of the Senate? The Vice-President.

To how many Representatives in Congress is each State entitled? To as many as it has congressional districts.

How many inhabitants of a State form a congressional district? From 135,000 to 175,000.

How are the Representatives elected? By the people of their congressional district.

How long is their term of office? Two years.

What salary do they receive? The same as the Senators.

What are the qualifications of a Representative in Congress? He must be twenty-five years old, a citizen of the United States seven years, and live in the State.

Who is the chairman of the House of Representatives? The House elects its own chairman, called the Speaker of the House.

What salary does he receive? He receives \$3,000 a year in addition to his salary as representative.

When does Congress meet? On the first Monday in December.

How is Congress opened? By a prayer and the reading of the President's message.

How does a bill become a law? By passing both houses of Congress, and receiving the signature of the President.

What do you understand by the President's veto? If the President refuses to sign a bill, after it has passed both houses of Congress, he is said to veto it.

How much time is he allowed to sign a bill? Ten days, excluding Sundays and holidays.

May a bill become a law in spite of the President's veto? Yes, if a two-thirds majority of both houses of Congress pass the bill over the President's veto.

What if the President neither signs nor vetoes a bill? It becomes a law without his signature.

Of what does the judicial branch of our Government consist?

Of the United States Supreme Court, the Courts of Appeal, Circuit Courts, District Courts, and other courts.

What is the office of these courts? To examine and test the laws according to the Constitution of the United States.

Which is the highest tribunal of our land? The United States Supreme Court.

Why? Because there is no appeal from its decision; even the President must abide by it.

How many judges has the United States Supreme Court? It has one Chief Justice and eight Associate Judges.

How are they elected? They are not elected, but appointed by the President for life.

What salary do they receive? \$14,500. The Chief Justice receives \$500 in addition to this.

May the President of the United States be removed from office? Yes, on account of gross, wilful neglect of his duties, on account of disability, or if he refuses to uphold the Constitution, or if he becomes a traitor, he may be impeached (accused and brought to trial) by the members of the House of Representatives.

How many votes are necessary for impeachment? A majority of the members.

By whom is the President tried? By the Senate.

Who presides on such an occasion? Not the Vice-President, but the Chief Justice of the United States Supreme Court.

Can Senators and Representatives be likewise impeached and tried? Yes, sir.

May the Constitution of the United States be amended, and how? Yes, by a two-thirds majority in both houses and by ratification of three-fourths of all the States.

NOTE.—If desired, these questions, with an appendix upon citizenship, will be published in pamphlet form for about 5 cents a copy.

A. L. WENDT.

Geography — Eighth Year.

By C. M. HAMILTON, Western State Normal School, Macomb, Ill.

Asia.

Teach first the position of Asia, showing that it lies east of Europe, and is connected with Africa by the Isthmus of Suez; that it reaches nearly to Australia; that it is separated from North America only by Bering Strait, while it is attached to Europe by

a belt of land extending from the Arctic Ocean to the Caspian Sea. This belt of land, however, is in itself a separation since it is a mountain range. This makes Asia practically an isolated continent with different climatic conditions in part and, therefore, different fauna and flora. These, in turn, affect industries and all human geography.

Teach also its location by latitude and longitude on both map and globe. Herbertson gives the following: Longitude, $26^{\circ} 4'$ E. to $169^{\circ} 44'$ E. Latitude, $1^{\circ} 15'$ N. to $77^{\circ} 36'$ N. Difference in time east to west, over eleven hours. Compare with difference in time between New York and San Francisco. Set these questions as examples in arithmetic lesson, and so review longitude and time.

Teach next the size. Herbertson gives it as $17\frac{1}{4}$ million square miles, including islands. Consult lists of area in geography and verify. If mainland areas and island areas are given separately there, set finding the total area as an arithmetic problem.

Measure map by measure given, and verify Herbertson's figures: 6,000 miles from east to west; 5,350 miles from north to south. Said to be one-third the land surface of the globe. Verify from lists of areas by adding all land areas, dividing by three, and comparing result with area given for Asia.

Call attention to the great length of coast line, and suggest the industrial significance. Lyde says: "Counting small bays, the coast line is 50,000 miles." Herbertson says: "Without the small bays it is 43,500 miles." Compare as to length and regularity with coast lines of other continents.

SURFACE.

Mark with chalk on large map the following physiographical areas of Asia:

1. *Northern and western lowlands.*

a) Aral-Caspian lowland south of Kirghiz Steppe, without outlet to ocean, drained by rivers Oxus (Amu) and Jaxartes (Syr), which rise in Pamir and Thain Shan Mountains. Compare with areas in United States which have no outlets to the sea (Great Basin).

b) Western Siberia — low, flat, marshy land drained by the Ob and Irtish rivers.

c) Eastern Siberia — drained by the Yenisei River and its tributaries, the Under, Upper, and Middle Tungusky, and the Angara River, which comes from Lake Baikal. Establish the Lena River as the eastern boundary of this section.

2. *Mountain areas.* These are in four great regions:

A. *Central Mountains.* — These extend from Asia Minor to Malay Peninsula, running roughly east and west, spreading in both directions from the mountain knot of Pamir, which is sometimes called the "roof of the world." Locate and compare height of this plateau with greatest elevation of our own country and Europe. The divisions of the central mountains to be located on map are:

a) Ranges which spread to the westward — Hindu-Kush, Elburz as the northern tier, with Sulaiman and South Persian Mountains on the south, enclosing plateaus of Iran and Asia Minor.

b) East of Pamir Plateau run three great ranges, spreading out in great curves as they go: Thian Shan to the north, Kuenlun Mountains through the center, and Himalaya on the south. Have the Desert of Gobi located between the Thian Shan and Kuenlun Mountains, and show that it is divided into a higher and lower division by the Mongolian Plateau. Recall the fact that this central depression is the site of an ancient lake, of which Lob Nor and the Tarein marshes are the only remainder. Compare again with our Great Basin and its physiographic history.

Between the Kuenlun and the Himalaya mountains lies the Plateau of Tibet. Mill says: "Here lies the highest plateau in the world, bordered on the south by the highest mountains in the world." Arouse interest in Tibet by allusion to its being so long shut away from civilization, and the enterprising Englishmen who braved death to open up communications with its rulers.

B. *The Eastern Highlands.* — The Altai, Yablonoi, and Stanovoi Mountains, running to Bering Strait, should be located. East of the desert find the Khingan Mountains bordering the plain of Manchuria. North and South China ranges border the plains of China. Low ranges run from north to south in Farther India.

C. Show that a volcanic range runs through the islands the whole length of the east coast to the end of the Philippine Islands.

D. Show by the physiographic map that the peninsulas of Deccan and Arabia are tablelands composed of volcanic rock. Call attention to the fact that Arabia is highest in west and slopes to the east, while Deccan is lower in south than in north.

These mountain facts should be taught thoroughly and accurately, for upon the understanding of their positions will depend the comprehension of the reasons for varying climate and industries in the regions they bound or separate.

COASTS.

Call attention to the low, flat northern coasts with its estuaries of great rivers. Show that the eastern coast is steep and irregular on the north, affording few harbors, while the coast of China is deltaic. Show that island coasts are coral or volcanic, and from these facts reason out the probable ease with which ships could approach.

Show that the southern coast is cut into great peninsulas. Consult a physiographic map to show these peninsulas have narrow, low coasts, which slope up into mountainous regions.

DRAINAGE OF ASIA.**A. Inland.**

1. Aral Sea. This is about the area of Scotland, fed by the Syr and Oxus rivers, but is slowly drying up.

2. Lob-Nor, a fresh-water lake in the center of Larim basin. Have pupils reason out where its outlet must be in order that it may be kept fresh.

3. Seistan Swamp or Hanum Swamp, into which Helmand River empties.

4. Dead Sea in Jordan Valley, which is 1,300 feet below sea-level. The waters are so salt men cannot sink in it. Compare with the Great Salt Lake of United States.

B. Arctic Drainage.

Locate Ob, Irtish, Yenisei, and Lena rivers. From physical map have pupils show where water power might be developed in these rivers.

C. Indian Ocean Drainage.

1. Euphrates and Tigris basins. Once regulated with canals and embankments. Show system from some good ancient history like Myers'. Teach the meaning of the term alluvial plain. Show that the Euphrates is partly absorbed by the desert, and that the Tigris is choked with mud, but between them they form the alluvial plain of Mesopotamia, lying between the Iran Plateau and Arabia. This is of especial interest just now in view of the present British campaign in the East.

2. The Indus with its five tributaries should be located. Trace back to its source and develop an idea of its velocity, then show how it clogs itself with silt. Show why it can be used for irrigation. Show that, in connection with the Ganges, it drains the low plain of Northern India.

3. The Brahmaputra River should be located. It should be shown that it rises north of the Himalayas, flows round the end of that range, and empties into the Ganges 100 miles from its mouth. Develop the idea that it will be a very swift stream, and will bring vast amounts of silt to the Ganges.

4. Locate the Irawadi as it flows south through British Burma to the Bay of Bengal, and develop the fact from the physical map, that it is navigable to the Chinese frontier and therefore important commercially.

D. Pacific Drainage.

1. Farther India is drained by the Mekong, Menam, and Solwin rivers, which rise on the edge of the Tibetan plateau, and run south through deep valleys to the Gulf of Siam or China Sea. Locate, trace course, and show that Farther India is the delta of these rivers.

2. Locate the Yangtze-Kiang, and trace it from its source in Tibet. Find its tributaries. Show on large map that its lower course is fringed with lakes, which hold its flood-waters and prevent destructive overflows. Show that it is navigable far inland, and would naturally have fertile fields and a dense population along its banks.

3. Trace also the Hwangho, otherwise known as the "Yellow River" or "China's Sorrow." Call attention to its source, the fact that it is a shallow river, has no lakes to receive its overflow, and has therefore dangerous floods. It shifts its estuary three hundred miles in a single flood.

4. The Amur River. Locate and show how, by cutting a pass through the Khingan Mountains, it makes a route from Russia to China.

CLIMATE OF ASIA.

Teach the determining factors of any climate — heat, moisture, prevailing winds, nearness to large bodies of water.

Review the world wind-belts and their causes, and show that Asia extends through all these belts, and will therefore have every variety of climate. The climatic areas are:

1. Arctic, a cold area never warmer than 50° F., and having less than twelve inches of rainfall per year.

2. Siberian area, with cold winters, summers from 50° to 75°. No rain in winter and only one to two inches per month in summer.

3. Central area, very dry. Slight winter rains in the west and slight summer rains in the east. Show how shifting of world wind-belts changes prevailing winds so as to cause this difference.

4. Monsoon area.

5. Sub-equatorial area, which, owing to the belt of calms, has two very wet seasons and two less wet. Review the daily rainfall of the equatorial regions and the reasons for it.

Teach the fact that the great land mass makes great variations in the climate from what the world wind-belts alone would produce. The land heats more quickly than the water. Since winds tend to blow toward warm areas, in summer winds will blow from the sea toward the land. Since they are passing from a warmer to a cooler climate, the moisture they carry will fall on the seaward slopes of the continent, and Central and Northern Asia will receive but little moisture. In winter the winds will blow toward the warmer water, but since they are moving from a cooler to a warmer region, the air will hold more moisture, and condensation will be less, so little rainfall will occur. This seasonal variation of winds is called monsoons, and Asia is subject to them.

Find what the geographies say of cyclones and typhoons near Asia. Compare with the cyclonic winds of United States.

VEGETATION.

From a knowledge of latitude, altitude, prevailing winds, mountain barriers, drainage, and monsoon winds, together with proximity of great oceans, have children figure out what the probable vegetation of each area will be, and account for the desert areas. Verify from text.

ANIMALS.

Teach the environment necessary for each group of animals, and have pupils reason what animals will abound in each of the physiographic areas. Verify by geographical statements in text.

OCCUPATIONS.

Reason and verify in the same way.

PEOPLE.

Try to form, through comparison, some idea of 900 millions of people. Show why there might be a "yellow peril" if Asia should be modernized. Verify from the text the fact that about 90% of all these people are crowded into India, Indo-China, China, Korea, Japan, and the southeast islands, with the other 10% scattered over the vast area to the north and west. Have pupils account for this distribution of population on physiographic grounds.

Review the races of people in the world and find from text

that several races are represented among this population. Note the three divisions of the white race: Semitic — from Syria, Arabia, and Caucasus; Slavonic — migrating east from Russia; Aryan — found in Iran and Northern India.

Siberia.

A. Apply all the foregoing physiographic facts to the special study of Siberia, noting its divisions.

1. The Arctic frozen desert bordering the Arctic Ocean; called tundra, because it is a frozen desert region bearing only dwarf shrubs, mosses, and lichens. Ground never thaws deep enough for long-rooted plants to grow. The river mouths are ice-bound so much longer than the sources that the land is flooded and remains swampy in summer. Brilliant poppies bloom in summer and cranberries grow.

2. *Forest Area.* From the Arctic circle to 50° north latitude (locate on large map with chalk line) lies an area of temperate forest growth. The northern part has larch, pine, aspen, and mountain ash; the southern, willow and birch. Compare with similar latitudes in United States.

3. *The Steppe Area.* This lies between the forest and the desert regions. The *grass steppes* lie between 50° and 55° N. latitude, and reach as far east as the Ob River, and occur again on the east side of the Altai Mountains. They are watered by rivers from the snow-covered mountains, and, wherever the moisture reaches, bear fine grass, fruits, vegetables, and cereals. The blossoms in spring are gorgeous.

The *poor steppes* are those lying near the desert, and, having less water, are covered with stunted shrubs and coarse grass.

4. *The Mountain Area.* Northeastern Siberia is mountainous.

B. Rainfall of Siberia.

Have pupils reason out the probabilities of rainfall from foregoing physiographic lessons, and verify by text.

C. Occupations.

Develop the fact that agriculture will be possible on the grass steppes, and that horses, cattle, and sheep can be raised there.

Show that the tundra will give rise to reindeer raising, while goats and camels will live on the poor steppes, so that herding will also be an occupation.

The presence of silver and vast veins of copper in the mountain area of Siberia will lead to mining. Allusion may be made to

Russia's penal settlements at the copper mines, and the changes there due to the revolution.

The oil deposits in southern and southwestern Siberia give opportunity for oil industry.

D. Commerce and Transportation.

Trace the course of the Trans-Siberian Railway. Show that commerce by shipping must be limited on account of climate and character of coasts.

Show that, owing to physiographic reasons as well as political, manufacturing is crude and poorly developed.

E. Cities.

Have chief cities listed, and work out a reason for their being located as they are. Verify from text.

F. Government.

Have pupils watch newspapers and magazines for changes in government under the people's management.

The School News and Practical Educator.

How to Teach Reading.

The recognized methods of teaching reading are three in number, and are known as, first, the Alphabet Method; secondly, the Phonic Method, and, thirdly, the Word Method.

THE ALPHABET METHOD.

The pupils first learn the letters of the alphabet. The first act in this method, according to my way of thinking, although I have never used it, is to distinguish the letters by the eye, and especially to discriminate such as are nearly alike, and, as the power of the pupil increases, combinations of greater difficulty are gradually brought under his notice, and the process is continued until he is able to read and spell readily.

The alphabet method, so far as it can be called a method of teaching reading, is an exceedingly imperfect method. As it is safe to assume that no one who will read this is teaching reading by this method, we shall not discuss it further here, but leave it to any interested to work out the psychic process involved.

THE PHONIC METHOD.

This method meets the irregularities of the alphabet by employing for a time a special alphabet provided with characters repre-

senting all the sounds of the language, and each possessing a uniform power.

I have tried this method, and in practise it begins with the elements, and afterwards combines them. But the elements in this case are the sounds of the letters in a word, and not their actual names.

It is an attempt to enable the pupil to pronounce the whole of a word by the separate pronunciation of its parts.

A teacher might proceed in this way: He would choose a word such as "cat," and would endeavor to give the sound of each letter in it, thus — c-a-t, cat.

He would pronounce the word "cat" and would cause the pupil to notice the position of the vocal organs as he sounds the letters in the word. He would also give the sound of each letter by itself and would require the pupils to imitate him in articulating it. He would select other words, and make a list of them, in which the same sound occurred, and would require the children to pronounce them after him, in order to enlarge their acquaintance with the sound and the appearance of the letter. The powers of the other letters in the word might be taught in the same way.

The first words taught in this way should be such words as "cat," "fat," "pat," "rat," "sat," etc. The only difference that I now see between the alphabet method and the phonic method is that the sounds of the letters on the phonic method furnish a nearer approximation to their true sounds than the alphabet method. Therefore, the phonic method does furnish a greater aid in pronunciation.

THE WORD METHOD.

Learning the word as a whole, without trying to fix the child's attention upon its parts before it becomes a clear object in the mind, is called the Word Method.

Some who read this will perhaps say that the letters or alphabet should be learned before pupils can learn to read, and it is an impossibility for any child to read without knowing the a-b-c's. But it is not necessary for the child to know even one letter from another, in order to learn to read, and to read well.

I shall now endeavor to give you a way of teaching reading by the Word Method: —

The first day the child enters school we should try to find out the child's vocabulary, for learning to read is learning a vocabulary of written and printed words.

The first words, therefore, taught to the child should be the oral words the child has already gained. Remember, the value of a word depends wholly upon the value of the idea it recalls, therefore, the idea must always be acquired before the word can be.

It is very important, therefore, in the selection of the words to be taught the child during the first year in school. Such words must be thoroughly taught. The first vocabulary selected should contain about two hundred words, or even more, to be taught in script on the blackboard.

Again, remember that every word that you select, and every sentence that you write, should bring in the mind of the child a bright and interesting picture; hence, the first words should be the names of common objects.

You should use at first such names in which only short vowel sounds occur, such as — man, cat, rag, bag, mat, hat, cap, rat, dog, log, hog, hen, egg, nest, fish, dish, fox, box, etc.

The words first taught on the blackboard should be such as are found in the first books that the child is supposed to read.

The articles, "the," "a," or "an," should always be written with the name, and both be pronounced as one word. To create an interest in the children, draw a ladder or a tree on the blackboard.

Then write at the foot of the ladder or the trunk of the tree the name of some object which is able to climb, as cat, man, etc. Fill the ladder with words, and have the child recognize them.

Then have the child climb up the ladder or up the tree (as it were) and down again without making an error. The child should point out every word with the pointer and at the same time pronounce the word going up the ladder (that is what I mean by climbing the ladder or tree).

Use objects or pictures of objects every time you use a word until you have thoroughly taught every word that you have carefully selected. These same words should be used in short sentences after they are learned on the blackboard.

You should prepare a sheet of short sentences taken from the First Reader, and teach them thoroughly on the board.

Write a short sentence on the board and read it slowly. Let the child read it the same way. Never allow a child, while reading, to point at the words.

Change your sentence quite often, so that the child is compelled to see something new every time. Remember, we do not learn the word in order to read the sentence, but we read the sentence in order to learn the word.

This process is continued until the pupils acquire fair power in reading short sentences rapidly at sight; then the first book is placed into the child's hand to read. My belief is that reading may be best taught by adopting the Word Method as a basis. But I think I would incorporate certain features from the other methods in my teaching. For example, I would call on pupils to spell words after they have read them or used them in short sentences. In fact, I believe that every teacher should make a method of his own, which should embody the excellencies and exclude the defects of all methods which have been mentioned in this article as the true method of teaching reading.—*Teachers' Gazette*.

Building a Working Vocabulary.

THE HOUSE-AND-HOME GAME.

There are three kinds of vocabulary that each pupil in the elementary school gradually acquires. The first is a *reading vocabulary*, which includes all the words that the pupil seems to master in his reading. This usually comprises pronunciation; for failure to pronounce correctly is immediately noticeable when the pupil reads aloud. It often includes correct spelling and definition, but not always. The fact that a pupil is able to "get by" a word successfully by pronouncing it correctly is not at all a guarantee that he will spell it correctly should he wish to use it, or that he has anything but a hazy idea of its meaning. You know the old excuse when a teacher asks a boy the meaning of a word, "Oh, I know, but I just can't explain it!" The second kind of vocabulary is the *writing vocabulary*. This comprises the words that the boy or girl uses in writing a letter or theme, the words that he actually has at his disposal. It is never so large as the reading vocabulary, but it is always larger than the speaking vocabulary, for the simple reason that the fact that the writer has time to think often leads him to make use of words met in his reading- and spelling-lessons. The aim of every teacher should be, of course, to make the words of the reading-lesson actually available and enticing for the writing-lesson. The third kind of vocabulary is the *speaking vocabulary*, smaller than the two just mentioned, and composed of the words the pupil actually uses in ordinary speech.

One of the chief duties of the elementary school is to build a good working vocabulary in each pupil. Reading and spelling

are supposed to attend to this, but they do not always achieve satisfactory results. Too often are the words in reading and spelling passed by as just so many words to be handled for the one day on which they are required, and too often pupils carry away from a lesson only a hazy idea of the word, or no conception of every-day practical use. Spelling must be correlated with every-day life, if we wish to get from it the most practical results.

What constitutes a practical working vocabulary for a child? Certainly, the near and familiar, the things, actions, life with which it is associated day by day. Words that center in and about the home, words that express the various phases of country life, wild and cultivated, words that designate color, sound, heat, light, words that denote the various occupations and the acts peculiar to them, words that express the ordinary actions of mankind — such words should be common property of the elementary pupil. There is more practical use in learning to spell and define the word *plumber* than the word *sheik*. How can we assure ourselves that pupils do have a definite understanding of spelling, pronunciation, and meaning of these ordinary words? Further, how can we assure ourselves that these words come quickly to the boy or girl, so that he does not have to say, "Oh, I know what it is, but I just can't give its name — father uses it every day"? These words 1) must be actually known, and 2) must come quickly to mind when needed. An ingenious method of approach will often make a spelling-lesson or a definition-lesson popular. I am going to suggest the House-and-Home Game as a device to help pupils master ordinary words that they use, or meet in reading, about the home. This is supplementary to regular spelling-lessons, and can be compassed in a daily five- or ten-minute period assigned to it as a game. Remember that the word game suggests to the youngster things that are pleasurable.

Have the class make little booklets out of paper, — even wrapping-paper will do, — sewing the sheets together at the back and printing on the outside the title "The House that — Built" (fill in name), with an illustration of a house either drawn or pasted on. Then children and teacher together will plan to play each day the House-and-Home Game of Word-getting for from five to ten minutes. The teacher points out the fact that there are different kinds of houses, and gradually leads them to "want to build a fine, big house with all the latest city improvements." In this way, he leads them to search for the words that are associated with the various rooms and furnishings of such a house. They discuss

building-materials, heating, lighting, etc., and as a class decide upon their type. Catalogs are brought to school, magazine articles are put in the way of pupils, discussion becomes eager. At first there will be evident the paucity of ideas in discussing these words, but gradually the vocabulary will increase as the game continues. The method is very simple, and can be varied or adjusted to any sort of class, rural or city. The class decides on which room to furnish for the day, then, at a signal from the teacher, they, in order, try to supply words that actually belong in such a room. The right words are repeated by the teacher, who spells them, or records them on the blackboard, for the pupils to write in their little books. Sometimes a certain room will be the subject of discussion for two days. The following lists will give an idea of the sort of practical vocabulary the game builds up:—

House in general: Stone, brick, mortar, roof, walls, windows, front door, porch, railing, steps, vestibule, eaves, spout, lightning-rod, dormer-windows, paint, glass, cellar-grating, bay-window, door-bell, knocker, door-knob, window-frames, awnings, etc.

Essentials of any room: Floor, ceiling, walls, corners, closets, windows, window-sills, threshold, window-panes, door-knob, radiator, electric light, electric light fixtures (or gas or lamp), door-panels, window-catches, weather-boards, wall-paper, etc.

Parlor or living-room: Sofa, chairs, rocker, table, easy-chair, piano, lamp, open fireplaces, curtains, rugs, pictures, photographs, music, books, magazines, card-receiver, table-cover, etc.

Library: Table, chairs, Morris chair, rocker, waste-paper, baskets, curtains, fireplace, lamp, electric light, bookcases, magazine-rack, magazines, books, newspapers, desk, inkstand, pens, pencils, letter-opener, paper-cutter,* scissors, stamps, pictures, photographs, writing-paper, envelopes, ink-eraser, clock, library-paste, etc.

Dining-room: Curtains, table, chairs, sideboard, buffet, serving-table, rug, tablecloth, napkins, knives, forks, spoons, tablespoons, plates, platters, vegetable dishes, butter-dish, glasses, salt-shakers, vinegar-cruet, salad-bowl, pitcher, cups and saucers, gravy-bowl, soup-plates, sauce-dishes, centerpiece, plant, flowers, pictures, etc.

Kitchen: Stove, sink, faucets, dishpan, draining-board, bread-board, bread-can, coffeepot, teakettle, pans, skillets, waffle-iron, toasting-fork, irons, clock, calendar, coal-scuttle, etc.

The rooms, Laundry, Cellar, Bedroom, Bathroom, Attic, can be taken in the same way, if desired.

The game of furnishing the house must be played by pupils in turn. The first begins, "This is my parlor, and I'll put in a *rug*." The teacher nods approval, and spells R-U-G; pupils write down the word *rug* under their heading of Parlor, and then look expectantly to the next. "This is my parlor, and I shall put in the *curtains*," he announces. As before, the teacher approves and spells,

and pupils record. If the pupil gives the name of something that is not appropriate to the room in question, the teacher points out why it had better be reserved for another room, and turns to the next. When the five minutes are past, the class reads in concert the list of words acquired during the game. He dismisses them with the suggestion that they think about the words, get pictures of them, if they wish, and be ready to talk about them so that every one knows exactly what the words mean. The next day he runs over the words quickly in a short talk, so that definition and spelling are further impressed. Each day, as the lists are read, some one usually has a new word to suggest that might well be added to the list.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION.

Government Policies Involving the Schools in War Time.

THE SCHOOLS.

School officials in all parts of the country are asking the Commissioner of Education and others for advice as to what the schools should do to render the utmost service of which they are capable during the war emergency. They desire to know specifically whether they can be most helpful by shortening the daily or weekly or annual school-session, by closing down entirely, by continuing as in the past, or by increasing school activities in various ways.

With admirable loyalty and patriotism the schools stand ready and eager to do their full duty, whatever that may be. The greatest need at the present time is for some authoritative statement which shall make the path of duty and service plain.

It may be noted that in 1915—16, the latest year for which figures are available, there were in public and private high schools in the United States 733,856 boys and 877,340 girls; total, 1,611,196. (Report, Comm. of Ed., 1917, Vol. II, Table 1, p. 513; Table 15, p. 527.) Of the 733,000 boys, it has been estimated that approximately 500,000 were sixteen years of age and over.

THE ADMINISTRATION.

The entire spirit of the Administration in Washington is, and has been from the beginning, that the war should in no way be used as an excuse for giving the children of the country any less education, in quantity or quality, than they otherwise would have had,

but, on the contrary, that the schools should do everything possible to increase their efficiency, to the end that the children now in the schools may at the conclusion of their course be even better qualified than ever before to take up the duties and responsibilities of life. Both the present demands of the war emergency and the prospective demands of the necessary readjustments inevitably to follow, emphasize the need of providing in full measure for the education of all the people.

The President has repeatedly called the attention of the nation to the urgent necessity of this special form of conservation. He has particularly urged young people graduating from the high schools to avail themselves of the opportunities offered by the colleges and technical schools, "to the end that the country may not lack an adequate supply of trained men and women"; and he assures young people who are not called to active military service that "by pursuing their courses [in school] with earnestness and diligence they also are preparing themselves for valuable service to the nation." (July 20, 1917, Letter to Secretary Lane.)

Later the President again expressed his "very urgent concern that none of the educational processes of the country should be interrupted any more than is absolutely unavoidable during the war." (January 18, 1918, Letter to the Department of Superintendence, N. E. A.)

CONFERENCE.

In response to the conviction that the time had come for the formulation of a definite statement which might have the weight of a Government announcement of policy with reference to the schools in war time, Secretary Lane, early in February, took the initiative in calling a conference of representatives of the several Departments at Washington most directly concerned, for the purpose of considering the matter. These included the War Department, the Navy Department, the Department of Agriculture, the Department of Labor, the United States Civil Service Commission, and the Department of the Interior through the Bureau of Education.

As the result of several conferences the following statement has been prepared and formally adopted as expressing the attitude of these Departments. As such it is commended to the school officers and teachers of the country for their careful consideration.

This statement includes a brief outline of the most pressing needs as seen by each Department concerned, followed by a summary of conclusions and recommendations.

THE NEED IN AGRICULTURE.

Before the opening of the war there were in the United States about 6,000,000 farmers and about an equal number of farm laborers. There are farm-labor difficulties to be overcome in many parts of the Union. In some sections the situation is acute.

Aside from casual work, chores, and the like, which might be done outside of school-hours, the labor of boys under fourteen years of age is not a vital factor on the farm. City boys, without farm experience, are not generally useful under sixteen years of age. In some lines of farm-work unskilled boys can be used in part, under skilled direction. In some lines of work a bright, strong boy can step in, without previous experience, and be of use almost from the first day. There are, of course, some kinds of farm-work that a boy without farm experience cannot be expected to do without training. In any case, intelligence, good health, and good physical development are essential for useful service on the farm.

One of the urgent needs on the farms to-day is for capable women to help with the housework. Without such help many farms could not take on additional farm laborers, even if they were available, because of the added labor involved in providing meals and lodgings.

THE NEED IN THE ARMY AND NAVY.

The Army and Navy do not want, and cannot use, boys under eighteen years of age, nor boys nor men of any age who are not strong and well-developed physically. So far as the Army and Navy are concerned, there is nothing more important that the schools can do than to keep going at full capacity, and at the same time to emphasize in every possible way their work in physical education. High school boys will render the best service of which they are capable by remaining in school until completion of the high school course.

As soon as the Army is able to announce definitely its need of men possessing certain technical and trade qualifications, it will be necessary for large numbers of young men eighteen years of age and over to respond by taking the training courses that may be provided to prepare them in the shortest possible time. But, in the mean time, nothing can possibly be gained by boys doing otherwise than to continue in school, laying the very best possible foundation for such subsequent training. If they are wanted, they will be called.

If the schools will carefully select boys having suitable physical development and other necessary qualifications, prepare them

for the various branches of agricultural work, and send them out to service on the farms under proper auspices during the approaching vacation, they will undoubtedly be offering greater relief in the present emergency than would be possible by attempting to carry on any work immediately under the Army or Navy.

Vigorous physical training under discipline furnishes excellent preparation for civil or military usefulness later on. Such value as formal military drill in the high schools may have, however, is more likely to be through keeping the boys satisfied to remain in school than as a contribution to the immediate military strength of the country.

THE NEED IN CIVIL SERVICE.

There is a strong demand for clerks, stenographers, and typewriters, but the places cannot be filled by boys and girls under eighteen years of age. No advantage would accrue to the civil service in any way by shutting down the schools, or by curtailing school facilities.

Many civil service positions have been filled by drawing workers from commercial and industrial houses, and also by drawing teachers from the schools. All of the positions thus made vacant must be filled from some source. Therefore, schools could undoubtedly render a much needed service by organizing classes to train stenographers, typewriters, clerks, and secretaries.

THE NEED IN INDUSTRY.

Many industries and commercial establishments could use capable boys and girls for various kinds of service, but Government officials maintain that no emergency exists which justifies proposing any relaxation of the laws safeguarding the working conditions of young people.

Still more serious labor shortages in industry are anticipated, but boys and girls under eighteen years of age should not be used to make up these shortages any more than can possibly be helped. It is easier to provide approved working conditions on the farm than in the mill or factory.

VERSAMMLUNG DER ALLGEMEINEN SCHULKOMMISSION.

Am 11. Mai hielt die Allgemeine Schulkommission eine Versammlung ab, um über die Sachlage unsers Schulwesens in dieser ernsten Zeit zu beraten. Der Vorsitzer, Herr Präses Pfotenhauer, sowie auch andere Mitglieder der Kommission berichteten über Zustände,

die jetzt in verschiedenen Teilen unsers Landes herrschen und unser Schulwesen mehr oder weniger bedrohen. Die Kommission wird sich in einem Circular mit ihren Ratschlägen an die Distrikts-Schulkommissionen wenden.

Möchten doch alle unsere Lehrer, Pastoren und Gemeinden in dieser ernsten Zeit recht nüchtern bleiben und besonnen handeln in Behandlung der Schulsache, nämlich so, daß sie sich nicht das Ziel und die Hauptaufgabe unserer Schulen verrüden lassen!

Die Hauptaufgabe unserer Schulen ist, das Evangelium zu lehren. Wo dieses Ziel im Auge behalten wird, wird die Sprachenfrage auch in rechter Weise gelöst werden. Man wolle doch ja die Schulsache auf betendem Herzen tragen, dann aber auch getrost und im Vertrauen auf Gott das Werk des Herrn um so eifriger betreiben.

Gott halte seine schützende Hand über unsere teuren Gemeindeschulen!

Crete, Ill.

J. G. Kirch, Sekretär.

Allgemeine Lehrerkonferenz.

Vom 17. bis zum 19. Juli soll laut Beschlusses vom letzten Jahr die Allgemeine Lehrerkonferenz wieder in Sitzung treten, und zwar wie bisher im Lehrseminar zu River Forest, weil bequem und angenehm gelegen. Es ist aber ausgeschlossen, daß wir in diesem Jahr bei einer der umliegenden Gemeinden Einquartierung suchen können. So bleibt uns nur die eine Möglichkeit, daß wir im Seminar selbst Quartier und Beköstigung finden. Betten, Matratzen und Bettücher sind reichlich vorhanden. Für Kopfkissen, Handtuch und Seife hätte jeder selbst Sorge zu tragen. Es käme dann Quartier samt Beköstigung für die Dauer der Konferenz jeden Konferenzbesucher auf höchstens \$2.00 zu stehen. Einzelne Mahlzeiten könnten für 20 bis 35 Cents geliefert werden. Dies alles natürlich vorausgesetzt, daß eine genügende Anzahl der Kollegen sich einstellt. Die Aussicht, auf ein paar Tage einmal wieder das alte Studentenleben hervorzuzaubern, sollte gewiß seine Wirkung nicht verfehlten.

Doch, sollte besonderer Umstände wegen die Konferenz in diesem Jahre nicht auffallen?

Lieber Kollege, sind es nicht gerade diese besonderen Umstände, diese schweren Zeiten, in denen wir leben, die eine solche Konferenz besonders wünschenswert machen? Treten nicht gerade in diesen

Lagen Fragen von so allgemeiner und weittragender Bedeutung an uns heran, Fragen, welche die Existenz unserer Schulen, die deutsche Sprache in denselben, Patriotismus usw. betreffen, daß wir mit Freuden die Gelegenheit begrüßen sollten, uns in einem so weiten Kreise der Kollegen zu beraten?

Erwäge dies mit deinen Spezialkollegen, besprich es in deiner Lokalkonferenz und arbeite dahin, daß unsere Allgemeine Konferenz in diesem Jahre recht zahlreich besucht werde, und daß, wo möglich, alle Teile unsers weiten Gebiets vertreten sind. Sorge auch dafür, daß Arbeiten über angeregte und andere Themen vorbereitet werden. Läß dich die kleine Mühe nicht verdrücken, mit dem Unterzeichneten in Korrespondenz zu treten, damit ein recht reichhaltiges, interessantes Programm zustande kommt, ein Programm, in welchem beide Sprachen nach Gebühr berücksichtigt werden.

D. F. Rusch, Vorsitzer.

Altes und Neues.

Inland.

Ein weiterer wertvoller Zuwachs zum Naturalienkabinett in River Forest. Herr H. W. Horst sowie seine werte Gemahlin von Rock Island, Ill., waren schon immer tätige und freigiebige Gönner unsers Seminars. Am 8. April d. J. war Herr Horst wieder einmal hier, und zwar bei Gelegenheit einer Versammlung der Allgemeinen Aufsichtsbehörde, deren Mitglied er ist. Am Abend hielt er der Schülerschaft einen Vortrag über seine ausgedehnten Reisen im Westen, besonders nach dem versteinerten Wald im Norden Arizonas, den er illustrierte mit schönen Lichtbildern und einer reichen Sammlung von großen und kleinen Exemplaren dieses fossilen Holzes, das aber nun Agat und Onyx geworden ist und deshalb in allen Farben schillert. Viele der Stücke hatte er mit großen Kosten schleifen und polieren lassen. Am Ende des Vortrags schenkte er die ganze wertvolle Sammlung samt einer Anzahl großer photographischer Aufnahmen des Sammelortes und der Sammler unserm Kabinett, von dem es nun ein äußerst wertvoller Bestandteil sein wird. Und endlich, um sein hochherziges Geschenk recht abzurunden, veranlaßte er noch die Herstellung eines geeigneten Schrankes zur vorteilhaften Schaustellung desselben. — Who is next?

G. E.

Schulweihe feierte am 7. April die Dreieinigkeitsgemeinde der Wisconsinssynode zu Menasha, Wis. Das Gebäude ist 36×60 Fuß groß und enthält außer den nötigen Schultümern einen großen Versammlungsraum.

M. L.

Conference of Ohio Synod Teachers.—On the 10th and 11th of May the Michigan and the Woodville Teachers' Conference met in Salem School, Detroit, Mich. Twenty-eight members and some few guests were present. Four sessions were held. Teacher A. H. Roehrs read papers

on the Catechism and on penmanship; Teacher H. Wagenbauer, on "Benjamin Franklin." Both teachers received due applause. Teacher C. Beck read an interesting paper on "Reading in the Seventh and Eighth Grades." An excellent paper was also read by Rev. E. Richter on "Means to Implant Religiousness within the Hearts of Our Youth in Home and School." After conference had extended a hearty vote of thanks to Salem Congregation, it adjourned. Next spring, God willing, we shall again hold joint sessions in the congregation of Rev. C. Billing, Detroit.

L. TOTZKE, in *Luth. Standard*.

Bibelkursus in Staatsuniversitäten. Die Universitäten der Staaten Alabama, Florida, Kentucky, Missouri, South Carolina, Texas, Virginia und West Virginia haben die Bibel in ihren Studienplan eingeschlossen. Studenten, die das Examen im Bibelkursus bestehen, erhalten dementsprechend Kredit.

Frequenz um ein Drittel gesunken. Da sich statt der üblichen 9000 Studenten nur 6000 in der pennsylvanischen Universität zu Philadelphia in diesem Jahre immatrikuliert haben, über 150 Professoren und andere Lehrkräfte und 2000 Studenten älterer Semester in Kriegs- und Regierungsdienst übergetreten sind, so hat die Fakultät 200 Professoren und Hilfsprofessoren für das nächste Lehrjahr gekündigt. (Wchslbl.)

Die städtischen Schulen in Cincinnati, O. sind von einem Mangel an Lehrkräften bedroht, männlichen sowohl wie weiblichen, und die Aussichten auf Abhilfe werden als recht schwach bezeichnet. Der assistierende Schulsuperintendent G. D. Roberts sagt, zahlreiche Lehrkräfte meldeten sich zum Eintritt in das Departement für Geschützweisen, und Lehrerinnen bereiteten sich ebenfalls auf Stellen im Kriegshilfsdienst vor. Zweifellos sei die schlechte Bezahlung der dortigen Lehrkräfte bei ihrer Anstellung schuld daran, daß es so schwer halte, neue Kräfte zu finden. (Wchslbl.)

Die Militärverwaltung in Camp Lewis hat unter den Soldaten den Unterricht in der deutschen Sprache eingeführt, namentlich unter den Truppen des Ingenieurkorps. (Gmbl.)

Der Garh-Plan, gegen den sich eine Plattform des Bürgermeisters Dylan während seiner Wahlkampagne im vergangenen Herbst richtete, ist jetzt in 35 Stadtschulen von New York gänzlich ausgeschaltet worden.

M. L.

Ausland.

Über die Notwendigkeit christlicher Gemeindeschulen berichtet der Australian Lutheran vom 7. März folgendes: "In a speech, delivered in Melbourne February 9, the Anglican Archbishop Clark said he desired to direct attention to the absolute necessity for more church-schools. He had steadily pursued an educational policy since he came to Australia, and was glad to know that within fourteen years attendance at church-schools had increased from 500 to over 3,000. But this progress was very small compared with the needs of the time and the supreme importance of church-teaching in the education of the young. One fact which must cause them to think seriously was that many parents sent their girls to convent schools because the education was good and relatively cheap. Convent and other Roman Catholic schools were cheap because the teaching was given by devoted teaching orders of men and women,

who took up teaching on its religious side. On the day on which the Church of England could command the services of their own devoted men and women in teaching orders, she would be able to provide similar schools. 'Don't blame other people for their own faults and omissions and a lack of vision,' the bishop continued. 'The Church must face the facts of the situation, and realize afresh the necessity of greater devotion to the cause of religious education. They must secure more church-schools.' Nachdem das genannte Blatt gezeigt hat, daß auch die lutherische Kirche für christliche Erziehung und für christliche Schulen eintritt, schließt es mit den Worten: "Does not the statement of Archbishop Clark pass a severe judgment on the attitude of the South Australian Government in having closed more than 45 church-schools, not because they were German,—for no German was taught therein,—but because they were Lutheran schools, and thus depriving many hundreds of Christ's children of a religious education in a Christian school?" W. L.

Die Hermannsburger Mission hat ihre ganze Missionsarbeit und das ganze Missions-eigentum in Indien der Ohio-shnode übertragen. Diese Mission hat in Indien im ganzen 100 Elementarschulen. Die Liste der Schulfinder weist folgende Zahlen auf: Christen: 221 Knaben, 189 Mädchen; Heiden: 1980 Knaben, 297 Mädchen. Außer diesen Elementarschulen hat die Mission noch andere Lehranstalten, die im *Lutheran Standard*, wie folgt, aufgezählt werden: "Incomplete secondary school at Puttur, with 14 persons on the teaching staff and 166 pupils. Boarding-school at Puttur, with one person on the staff and 24 pupils. Boarding-school for girls at Kodur; two on staff, 48 pupils. Lace-making school at Kodur; 1 on staff, 48 pupils. Leper asylum at Kodur; 3 on staff, 28 inmates. High school at Tirupati; 17 on staff, 275 pupils. Higher elementary school at Chandragiri; 8 on staff, 150 pupils. Higher elementary school at Nayudupeta; 10 on staff, 150 pupils. Industrial school at Nayudupeta; 8 on staff, 12 pupils. (This institution has since been closed.) Boys' boarding-school at Nayudupeta; 1 on staff, 27 pupils. Total in these institutions: On staff, 66; pupils, 938." W. L.

Norway. — The Luther Inner Mission Society of Norway has raised in all 90,000 crowns for a building fund. Christian schools for the young are to be started in Hof and Solor this coming autumn. The school in Bronnen, which has been closed for some time, will be opened again. The Society is publishing an Inner Mission Hymnal, which will appear in the near future in a 15,000 edition. — *Lutheran*.

Oldest Known Schoolbooks. — Professor Langdon, of Oxford, England, who spent some time at the University of Pennsylvania, has discovered that one group of the famous Nippur tablet stored at the university are in reality the oldest schoolbooks known to exist. They show that the children of the ancients learned much the same things that the boys and girls of to-day have to study. According to these tablets the children of forty-two hundred years ago were taught arithmetic, geography, history, and grammar, just like the children of to-day. The multiplication tables are remarkably distinct, and in plain numerals show that three times one are three, and five times one are five. On one tablet the schoolboy had been given a lesson in phonetic signs, like the shorthand of modern times. — *Exch.*